

Issues Related to the Development of the ESP Course

*Sadirova Dinara Sadikovna*¹

Abstract: This article discussed about prospects of English for Specific Purpose course and recommendation of utilizing methodological approaches and selection of suitable materials. Furthermore, there is focused on the solution of practical problems aimed at active participation in intercultural communication associated with academic and professional fields of activities are utilized in learning and teaching process.

Key words: Business, purpose, special, professional, oriented, communicative, financial, foreign, creation, academic, Hemis and methodology.

The globalization processes taking place in modern society have led to the need for the exchange of knowledge of specialists in various fields, while the instrument of this integration is a foreign language. Since the 1960s "ESP" (English for Special Purposes) is being studied by both Uzbek and foreign researchers, which has led to the emergence of a new direction in the methodology of teaching a foreign language. To date, ESP has taken a leading position in foreign language courses in non-linguistic universities, and is no exception in TFI (Toshkent Financial institute).

TFI is studying a professionally oriented foreign language course aimed at deepening the knowledge of a foreign language using terminological apparatus related to the specifics of one's particular specialty. However, the level of foreign language proficiency of students of non-linguistic specialties and the limit of hours allotted for studying this course often limits the study of the ESP course.

The purpose of the study: to determine the main provisions for the development of the ESP course, to describe the methods and techniques used in the course of the professionally oriented foreign language, to select suitable teaching materials.

“For bachelors of occupation oriented specialties such as: (finance, technical, architecture, engineering and others), according to the state educational standard, the formation of communicative competence is fundamental, which is based on the solution of practical problems aimed at active participation in intercultural communication associated with academic and professional fields of activity” [1].

In this regard, the problem of unification of foreign language programs for first-year students of non-linguistic specialties of TFI arose, the main goal of which is to develop communicative competence within the ESP course.

So, when developing a course of professionally oriented English at our Institute, teachers were based on a theoretical, generally accepted division of ESP, which includes:

- Problem-based learning;
- Autonomous learning;
- Training with the use of ICT(Information and Communication Technology).

Depending on this division, certain methods, approaches should be selected, as well as clearly define the goals of the courses and the target groups of students for whom the ESP course will be designed, with special attention should be paid to student-centered teaching methods [3].

In light of the shift in emphasis towards student-centered learning, a foreign language teacher in higher education must clearly understand the purpose of creating a course, as well as make certain adjustments to his interaction with students, which, in turn, will be decisive in maintaining students' motivation.

The levels of language proficiency, motivation of students, as well as their language skills determine the direction of the development of the ESP program. The content and organization of training is based on the theoretical provisions reflected and adjusted in the syllabus.

Significant aspect in the development of a career-oriented training course is the development of effective programs and syllabus, the choice of methods, forms and means of training that are aimed at achieving the goals set, as well as obtaining good results by students after completing the ESP course .

Feedback from the teacher and its provision to students is an integral part of the process of monitoring students' knowledge and organizing consultations. This aspect is mandatory in the process of developing an ESP course. In TFI, this problem is solved with the help of new information and communication technologies, namely, with the help of an educational portal

¹ Teacher of English and Researcher (PhD) Of Tashkent Financial Institute

developed on the Hemis platform. Classroom work of the teacher should take place in favorable conditions; the goals of each lesson are set and carried out in an atmosphere of mutual assistance and understanding.

Selection of educational and methodological material is based on the choice of the purpose of the classes. So, if the teacher sets the main goal of developing the communication skills of students, then the main exercises can simulate situations of communication with native speakers:

- Occupational games;
- Dialogical and monologue statements;
- Preparation of reports on the work done;
- Round tables;
- Presentations on specific topics.

Students can develop communication skills only through live communication, both with each other and with the teacher. In this regard, it is very important to create a friendly, conducive atmosphere for communication. This task directly depends on the teacher. On the one hand, students should actively respond to the topics of the proposed discussions, on the other hand, they should always have the opportunity to make a monologue using the terminology of their professional field. In our opinion, it is the successful combination of these aspects that will be the key to the success of the development of the ESP course.

Communication in this case is not just a generalization of the knowledge, skills and abilities of students, depending on their level of language training, but, to a greater extent, taking into account the knowledge of students in their future specialty. At the same time, the teacher not only develops foreign language communication, but also maintains interest in the very future specialty of students. It is this compilation of language and professionally oriented materials that keeps students motivated at a high level.

Assessment in the ESP course directly depends on the student-centered approach, which is fundamental in the development of the ESP course. The evaluation criteria will be:

- The ability to independently find answers to questions related to professional activities;
- The ability to overcome language barriers that arise in the process of everyday communication and socialization in foreign language communication.

The postulate that students perceive and assimilate new language information more easily only when their motivation remains constantly at a high level is beyond doubt. In this regard, the ESP course provides an opportunity to symbiotically use their language and professional knowledge and skills, this is how students will always be highly motivated.

“It should be borne in mind that the more often students communicate in the language they hear or read, the more successful they will be in mastering it. On the other hand, the more they are forced to focus their attention on the purely linguistic, grammatical and other aspects of the language or its individual structures, which seems difficult to them, the less willingly they will attend classes».

The uniqueness of the ESP course lies in the fact that students master a foreign language in connection with the development of their professional competence, foreign-language professionally-oriented materials always arouse great interest among students. Teachers update not only language, but also professional skills of students of non-linguistic specialties of TFI. The ESP course makes it possible to use this knowledge in further work, as well as in scientific research in senior courses. A foreign language in the ESP course is a means to achieve professionally oriented goals. This is not a separate subject, the phenomena of which are studied in isolation, without pragmatic applicability in the further activities of the future specialist. Language, being a "tool", is used in a professionally oriented course in an authentic context. It is then that students become familiar with certain aspects of language usage.

Since ESP courses are only gaining popularity today, teachers are faced with the problem of the lack of textbooks, teaching aids and, in general, any material of a professionally oriented orientation. Authentic teaching materials such as English for Business communication; English for businessman are not freely available, which makes it difficult for teachers. To provide students with the necessary educational material, teachers of TFI in the course of a professionally oriented foreign language, educational materials were selected and a methodology was developed using ICT. The difficulty was that the number of non-linguistic specialties with different training profiles at TFI is quite large, so the electronic educational resource "English for Professional Purposes" was developed, which includes general business topics: Customers, Service and Systems, Ethical Business, Outsourcing and New Business.

The format of this manual - compilation of collection of the texts with assignments and workbook - was not chosen by chance, since recent school graduates are accustomed to this type of teaching aids, while the material of the manual is distributed by didactic units, which helps students to structure and systematize what they have learned material.

Course "Foreign language in professional activity" At the department of foreign languages in financial areas of TFI, active work is underway to introduce modern information educational technologies into the process of teaching a professionally oriented foreign language. So, on the Hemis platform, a sub-course "Foreign language in professional activity" was

developed, designed for the first and fourth year students of non-linguistic specialties. This sub-course is designed for independent work of students.

To maintain constant interest in the ESP course, teachers use new technologies for teaching a foreign language:

- Creation of Wiki;
- Integration of videos and blogs.

Wiki is a site that can be changed by the user using the tools of the site itself, depending on its preferences.

These technologies allow students to develop skills such as:

- Search for the necessary information, and subsequently, the execution of their results in the form of presentations, databases; independent work; joint (team) work; solving problem situations through finding rational ways; public speaking, often associated with defending your project in front of an audience.

These methods find their application at the Department of Foreign Languages in the financial areas of the TFI. Enthusiast teachers actively use and implement these multimedia teaching aids in their professional activities. It should be noted that the classroom fund of the department is equipped with tools for working with professional vocabulary, authentic texts, as well as for watching educational videos and presentations.

Within the framework of the modern educational process, a ready-made block of knowledge, skills and abilities is not issued; the main task of the teacher is to maintain the student's sustainable motivation for self-education.

ESP learning businesses, developed on the basis of ICT, are developing very quickly. Thus, the ESP course, developed at the Department of Foreign Languages of the TFI, finds its application in the professionally oriented field of using a foreign language. However, this course is based on the application of the main methods and forms of teaching a foreign language, taking into account the very nature of the language. The ESP course helps to instill in students an interest not only in a foreign language, but also in their future profession.

References:

1. Kisel O.V., Dubskikh A.I., Butova A.V., Zerkina N.N. Problems Associated With The Development Of The Esp Course At MSTU IM. G.I. Nosova Modern science-intensive technologies. 2019. No. 11-2. pp. 332-336.
2. Zerkina N.N., Lomakina E.A. Studies For Special Purposes//Business English textbook for master students of non-linguistic specialties and directions 2nd edition, stereotypical, M., 2016. P.101.
3. Zerkina N.N., Savinova Yu.A. Project "EXTEND": Professional Foreign Language Communication// Foreign languages: linguistic and methodological aspects. 2018. No. 42. pp. 35-39.